



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2007 (Reports Revised October 2007)  
ID: 12031508  
District: MSAD 09  
School: Cascade Brook School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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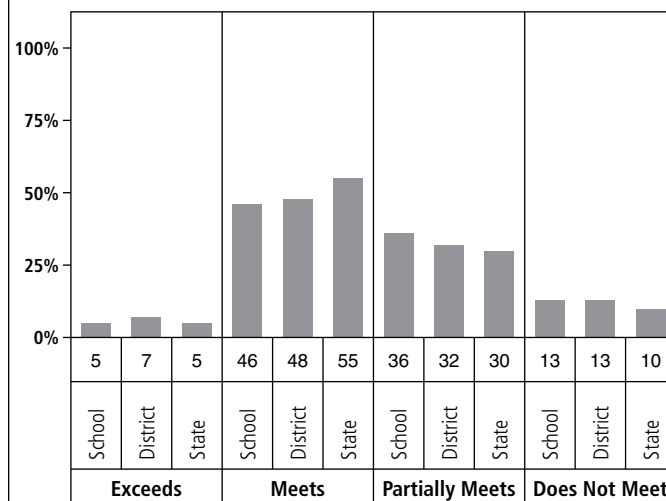
# SUMMARY OF SCORES

Date: March 2007  
Grade: 5  
District: MSAD 09  
School: Cascade Brook School

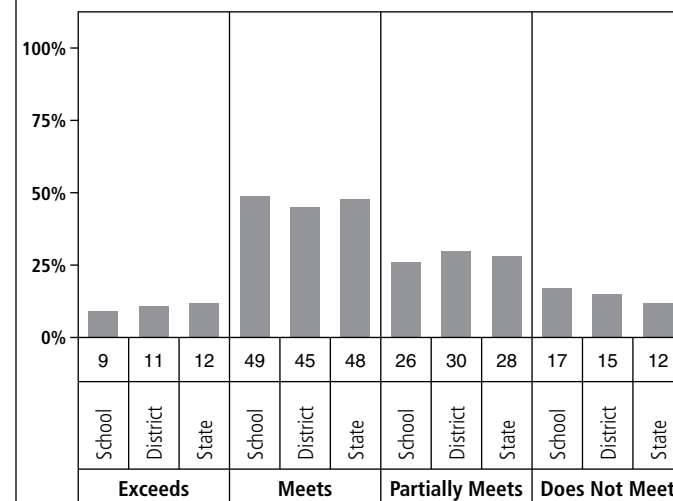
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	542 <b>542</b> 542	544 <b>544</b> 544	544 <b>544</b> 544
<b>Mathematics</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	537 <b>544</b> 540	537 <b>544</b> 541	543 <b>546</b> 544
<b>ELA – Writing</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	540 <b>540</b> 540	542 <b>542</b> 542	541 <b>541</b> 541

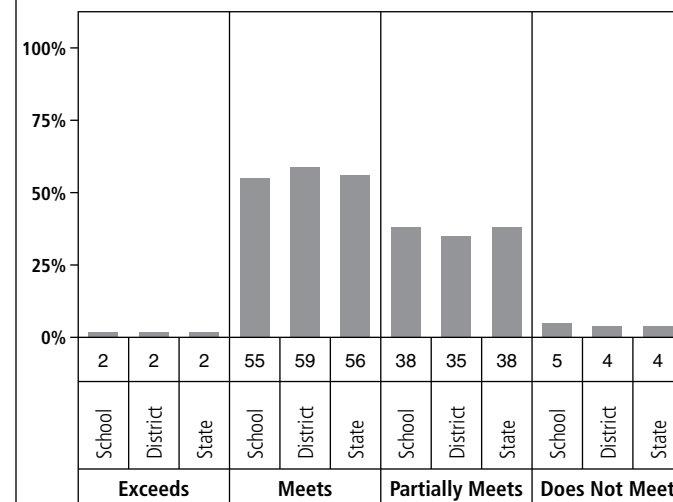
### ELA – READING



### MATHEMATICS



### ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 5  
 District: MSAD 09  
 School: Cascade Brook School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
								ELA–Reading						Mathematics												ELA–Writing					
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		104	100	182	100	14332	100	104	100	182	100	14252	100	104	100	182	100	14255	100							102	98	180	99	14191	99
Ethnicity	African American	1	1	2	1	382	3	1	100	2	100	372	97	1	100	2	100	377	99							1	100	2	100	366	96
	American Indian/Native Alaskan	0	0	0	0	106	1	0	0	0	0	103	99	0	0	0	0	103	99							0	0	0	0	103	99
	Asian/Pacific Islander	4	4	7	4	251	2	4	100	7	100	249	99	4	100	7	100	250	100							4	100	7	100	248	99
	Hispanic	1	1	2	1	148	1	1	100	2	100	148	100	1	100	2	100	147	99							1	100	2	100	147	99
	White	98	94	171	94	13445	94	98	100	171	100	13380	100	98	100	171	100	13378	100							96	98	169	99	13327	99
	Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability		13	13	27	15	2522	18	13	100	27	100	2500	100	13	100	27	100	2500	100							12	92	26	96	2482	99
Current LEP		0	0	0	0	287	2	0	0	0	0	278	97	0	0	0	0	283	99							0	0	0	0	270	94
Economically disadvantaged		52	50	82	45	5401	38	52	100	82	100	5355	99	52	100	82	100	5360	99							50	96	80	98	5319	99
Migrant		0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100							0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics												ELA-Writing					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	86	83	134	74	11327	79	86	83	134	74	11313	79							85	82	137	75	11382	79
Identified disability (PET/IEP)	0	0	0	0	408	4	0	0	0	0	419	4							0	0	0	0	454	4
LEP	0	0	0	0	145	1	0	0	0	0	147	1							0	0	0	0	146	1
504 plan	1	1	2	1	122	1	1	1	2	1	124	1							1	1	2	1	126	1
Participation with accommodations	14	13	44	24	2706	19	15	14	45	25	2743	19							13	13	39	21	2611	18
Identified disability (PET/IEP)	9	64	23	52	1890	70	10	67	24	53	1893	69							8	62	22	56	1841	71
LEP	0	0	0	0	121	4	0	0	0	0	131	5							0	0	0	0	118	5
504 plan	0	0	0	0	58	2	0	0	0	0	57	2							0	0	0	0	53	2
Other	5	36	21	48	655	24	5	33	21	47	680	25							5	38	17	44	617	24
Participation through alternate assessment (PAAP)	4	4	4	2	213	1	3	3	3	2	199	1							4	4	4	2	198	1
Identified disability (PET/IEP)	4	100	4	100	202	95	3	100	3	100	188	94							4	100	4	100	187	94
LEP	0	0	0	0	6	3	0	0	0	0	5	3							0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	6	0																		
Approved non-participation – special consideration	0	0	0	0	18	0	0	0	0	0	18	0							0	0	0	0	20	0
Non-participation – other	0	0	0	0	62	0	0	0	0	0	59	0							2	2	2	1	121	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 5  
District: MSAD 09  
School: Cascade Brook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	4	4	7	4	721	5
	<b>2006-2007</b>	<b>5</b>	<b>5</b>	<b>13</b>	<b>7</b>	<b>702</b>	<b>5</b>
	Cum. Avg.	5	5	10	6	712	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	49	49	90	54	7571	53
	<b>2006-2007</b>	<b>46</b>	<b>46</b>	<b>85</b>	<b>48</b>	<b>7730</b>	<b>55</b>
	Cum. Avg.	48	47	88	51	7651	54
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	36	36	55	33	4343	30
	<b>2006-2007</b>	<b>36</b>	<b>36</b>	<b>57</b>	<b>32</b>	<b>4182</b>	<b>30</b>
	Cum. Avg.	36	35	56	32	4263	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	12	12	15	9	1628	11
	<b>2006-2007</b>	<b>13</b>	<b>13</b>	<b>23</b>	<b>13</b>	<b>1419</b>	<b>10</b>
	Cum. Avg.	13	13	19	11	1524	11

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	27.3	56.9	28.1	58.5	28.8	60.0
<b>Literary Text</b>	<b>24</b>	<b>50</b>	13.4	55.8	13.8	57.5	14.2	59.2
<b>Informational Text</b>	<b>24</b>	<b>50</b>	13.9	57.9	14.3	59.6	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
Grade: 5  
District: MSAD 09  
School: Cascade Brook School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	100	5	5	46	46	36	36	13	13	542	178	7	48	32	13	544	14033	5	55	30	10	544
<b>Ethnicity</b>																						
African American	1										2						368	2	36	38	23	538
American Indian/Native Alaskan	0										0						102	1	36	43	20	539
Asian/Pacific Islander	4										7	14	71	14	0	551	247	8	52	31	9	545
Hispanic	1										2						143	2	38	42	18	540
White	94	5	5	43	46	35	37	11	12	543	167	7	47	33	13	544	13173	5	56	29	10	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	0	0	3	33	6	67	527	23	4	22	35	39	535	2298	0	22	43	34	535
No	91	5	5	46	51	33	36	7	8	544	155	8	52	32	9	545	11735	6	62	27	5	546
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						263	1	24	43	33	534
<b>Economically disadvantaged</b>																						
Yes	49	2	4	16	33	23	47	8	16	539	79	5	35	42	18	540	5223	2	43	39	17	540
No	51	3	6	30	59	13	25	5	10	545	99	9	58	24	9	547	8810	7	62	25	6	547
<b>Migrant</b>																						
Yes	0										0						8	13	13	63	13	539
No	100	5	5	46	46	36	36	13	13	542	178	7	48	32	13	544	14025	5	55	30	10	544
<b>Gender</b>																						
Female	56	4	7	33	59	14	25	5	9	546	92	8	57	28	8	546	6967	7	57	27	8	546
Male	44	1	2	13	30	22	50	8	18	538	86	7	38	36	19	541	7066	3	53	32	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	0	0	1	10	7	70	2	20	535	18	0	17	56	28	536	1573	0	30	51	19	538
No	90	5	6	45	50	29	32	11	12	543	160	8	51	29	11	545	12460	6	58	27	9	545
<b>Gifted/talented program</b>																						
Yes	0										0						499	24	72	3	0	556
No	100	5	5	46	46	36	36	13	13	542	178	7	48	32	13	544	13534	4	54	31	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 5  
District: MSAD 09  
School: Cascade Brook School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	0	0	2	29	4	57	1	14	534	5	0	33	56	11	536	5	3	43	32	22	540
B. less than one hour	73	5	7	35	49	23	32	9	13	544	69	8	49	29	14	545	67	5	56	30	9	545
C. one to two hours	19	0	0	8	42	8	42	3	16	540	24	7	49	35	9	543	26	5	56	30	9	545
D. more than two hours	1	0	0	1	100	0	0	0	0	546	1	0	50	0	50	536	2	2	41	34	23	539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	34	3	9	17	50	11	32	3	9	545	29	15	48	29	8	547	35	8	61	24	7	547
B. They match some of what I have learned.	53	2	4	26	50	17	33	7	13	542	54	4	56	28	11	544	52	4	57	31	8	545
C. They match just a little of what I have learned.	9	0	0	3	33	3	33	3	33	536	11	5	20	40	35	537	10	2	38	39	21	539
D. There is no match.	4	0	0	0	0	4	100	0	0	536	5	0	22	67	11	539	3	1	28	41	29	536
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	26	2	8	13	50	9	35	2	8	545	28	14	51	31	4	548	30	11	65	18	6	549
B. good	60	3	5	28	47	22	37	6	10	543	60	6	51	30	13	544	53	3	56	32	9	544
C. fair	13	0	0	5	38	4	31	4	31	537	12	0	29	43	29	537	15	0	37	45	18	539
D. poor	1	0	0	0	0	0	0	1	100	506	1	0	0	0	100	506	2	0	24	45	31	535
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	15	0	0	6	40	5	33	4	27	537	15	0	52	26	22	540	13	2	41	35	22	539
B. about the same as my regular schoolwork	62	4	7	28	46	22	36	7	11	544	61	9	47	32	12	545	66	6	57	30	8	545
C. easier than my regular schoolwork	23	1	4	12	52	8	35	2	9	544	23	7	51	32	10	545	20	6	59	27	9	545
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	2	40	1	20	2	40	531	8	0	36	36	29	536	10	1	27	43	30	536
B. Most of the passages were about the same as what I normally read.	61	3	5	23	38	24	40	10	17	541	54	5	44	36	15	542	55	3	54	34	9	544
C. Most of the passages were easier than what I normally read.	34	2	6	21	64	9	27	1	3	547	38	12	59	21	8	548	35	9	65	20	5	548
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	13	0	0	9	69	2	15	2	15	546	26	9	57	22	13	546	17	9	59	24	8	547
B. 20 minutes to an hour	53	4	8	21	40	21	40	6	12	543	42	9	45	34	12	544	57	6	59	28	8	545
C. less than 20 minutes	12	1	8	5	42	4	33	2	17	542	9	6	44	31	19	543	13	2	47	37	14	542
D. I rarely read at home.	22	0	0	11	50	8	36	3	14	539	23	3	45	40	13	540	14	1	45	38	17	540
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	39	3	8	15	41	11	30	8	22	542	39	9	41	30	20	542	25	3	47	35	15	542
B. six to ten pages	28	0	0	10	37	12	44	5	19	540	30	6	41	35	18	542	28	4	55	32	10	544
C. eleven or more pages	33	2	6	20	63	10	31	0	0	546	30	6	61	31	2	546	47	7	60	26	7	546
<b>Optional school/district question</b>																						
A.	5	0	0	0	0	1	100	0	0	532	4	0	0	100	0	532						
B.	10	0	0	0	0	1	50	1	50	526	17	0	0	50	50	529						
C.	62	0	0	12	92	1	8	0	0	548	57	0	92	8	0	548						
D.	24	0	0	3	60	1	20	1	20	543	22	0	60	20	20	543						

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 5  
District: MSAD 09  
School: Cascade Brook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	1	1	3	2	1415	10
	<b>2006-2007</b>	<b>9</b>	<b>9</b>	<b>20</b>	<b>11</b>	<b>1711</b>	<b>12</b>
	Cum. Avg.	5	5	12	7	1563	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	38	37	61	36	6503	45
	<b>2006-2007</b>	<b>49</b>	<b>49</b>	<b>80</b>	<b>45</b>	<b>6778</b>	<b>48</b>
	Cum. Avg.	44	43	71	41	6641	47
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	33	32	52	31	3945	28
	<b>2006-2007</b>	<b>26</b>	<b>26</b>	<b>53</b>	<b>30</b>	<b>3884</b>	<b>28</b>
	Cum. Avg.	30	29	53	30	3915	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	30	29	52	31	2434	17
	<b>2006-2007</b>	<b>17</b>	<b>17</b>	<b>26</b>	<b>15</b>	<b>1683</b>	<b>12</b>
	Cum. Avg.	24	23	39	22	2059	15

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.3	48.7	7.4	49.3	7.8	52.0
Cluster 2: Shape and Size	14	29	6.8	48.6	6.7	47.9	6.9	49.3
Cluster 3: Mathematical Decision Making	5	10	3.1	62.0	3.1	62.0	3.3	66.0
Cluster 4: Patterns	14	29	8.0	57.1	8.3	59.3	8.5	60.7

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 5  
 District: MSAD 09  
 School: Cascade Brook School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	101	9	9	49	49	26	26	17	17	544	179	11	45	30	15	544	14056	12	48	28	12	546
<b>Ethnicity</b>																						
African American	1										2						376	4	29	38	30	536
American Indian/Native Alaskan	0										0						102	8	32	31	28	538
Asian/Pacific Islander	4										7	43	57	0	0	563	249	17	52	24	7	549
Hispanic	1										2						144	9	34	42	15	541
White	95	9	9	45	47	26	27	15	16	544	168	10	45	31	14	544	13185	12	49	27	11	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	10	0	0	3	30	6	60	1	10	538	24	4	25	58	13	537	2312	3	27	36	34	535
No	91	9	10	46	51	20	22	16	18	544	155	12	48	25	15	545	11744	14	52	26	8	548
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						7	0	14	29	57	525
Current LEP beyond first year	0										0						271	5	26	37	32	535
<b>Economically disadvantaged</b>																						
Yes	50	3	6	25	50	11	22	11	22	541	80	6	46	30	18	541	5240	6	40	35	19	540
No	51	6	12	24	47	15	29	6	12	546	99	15	43	29	12	547	8816	16	53	23	8	549
<b>Migrant</b>																						
Yes	0										0						8	13	38	38	13	544
No	101	9	9	49	49	26	26	17	17	544	179	11	45	30	15	544	14048	12	48	28	12	546
<b>Gender</b>																						
Female	56	2	4	32	57	13	23	9	16	544	92	8	48	32	13	544	6972	11	48	29	12	545
Male	45	7	16	17	38	13	29	8	18	544	87	15	41	28	16	544	7084	13	49	26	12	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	0	0	4	40	4	40	2	20	537	18	0	33	33	33	535	1579	2	31	45	22	537
No	91	9	10	45	49	22	24	15	16	545	161	12	46	29	12	545	12477	14	50	25	11	547
<b>Gifted/talented program</b>																						
Yes	0										0						499	54	43	3	0	563
No	101	9	9	49	49	26	26	17	17	544	179	11	45	30	15	544	13557	11	48	29	12	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 5  
District: MSAD 09  
School: Cascade Brook School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	7 73 19 1	0 7 2 0	0 10 11 0	3 34 10 1	43 47 53 100	4 20 2 0	57 27 11 0	0 12 5 0	0 16 26 0	542 544 544 548	5 70 24 1	0 15 5 0	33 43 51 50	67 31 21 0	0 12 23 50	541 546 541 531	5 67 26 2	9 13 12 3	39 49 49 40	28 27 28 29	25 11 11 28	540 546 546 538
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	50 38 10 2	7 2 0 0	14 5 0 0	30 16 2 0	60 42 20 0	10 10 5 1	20 26 50 50	3 10 3 1	6 26 30 50	549 541 533 533	40 45 11 3	19 8 0 0	50 49 15 17	21 29 60 50	10 15 25 33	549 544 533 535	41 48 9 3	17 9 7 5	52 49 33 25	23 30 36 29	8 11 24 41	549 545 539 533
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	33 43 21 3	8 1 0 0	24 2 0 0	18 24 5 1	55 56 24 33	5 12 9 0	15 28 43 0	2 6 7 2	6 14 33 67	551 544 534 533	34 44 20 2	30 3 0 0	51 54 14 33	16 32 50 0	3 12 36 67	553 544 532 533	31 48 18 3	27 8 2 1	50 53 37 25	16 29 40 41	7 11 20 34	553 545 538 533
<b>How difficult was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	11 70 18	0 5 3	0 7 17	4 38 6	36 55 33	4 15 6	36 22 33	3 11 3	27 16 17	539 544 545	24 61 15	0 11 27	36 50 38	45 24 23	19 14 12	539 545 550	17 66 17	5 12 23	40 51 49	34 28 18	21 10 10	540 546 551
<b>How often do you use hands-on materials in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never	8 37 45 9	2 3 2 1	25 8 4 11	1 16 26 5	13 43 58 56	1 11 12 2	13 30 27 22	4 7 5 1	50 19 11 11	539 541 546 547	9 36 41 14	25 11 8 8	19 40 51 56	31 29 32 28	25 21 10 8	543 542 545 547	22 38 33 8	11 13 13 9	45 50 50 44	29 27 27 27	15 10 9 20	544 547 547 542
<b>How often do you use calculators in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never	4 31 59 6	0 0 8 1	0 0 14 17	1 16 29 2	25 52 49 33	1 8 16 1	25 26 27 17	2 7 6 2	50 23 10 33	534 541 546 544	3 25 56 15	0 0 14 22	50 38 45 52	17 38 31 15	33 24 10 11	537 538 546 550	6 31 45 17	12 13 13 10	41 50 50 44	25 27 27 30	22 10 10 17	542 547 547 543
<b>On average, how many minutes a day do you spend working on mathematics in class?</b> A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	1 28 58 13	0 1 6 2	0 4 10 15	0 11 31 6	0 39 53 46	0 7 15 4	0 25 26 31	1 9 6 1	100 32 10 8	520 539 546 547	4 32 54 10	0 7 15 11	0 39 53 33	57 29 25 50	43 25 7 6	529 541 548 543	7 31 42 19	8 7 14 17	37 44 52 52	30 33 25 22	25 15 8 9	540 543 548 549
<b>Optional school/district question</b> A. B. C. D.	5 10 62 24	0 0 0 2	0 0 0 40	1 1 12 2	100 50 92 40	0 0 1 1	0 0 8 20	0 1 0 0	0 50 0 0	550 533 549 555	4 17 57 22	0 0 0 40	100 25 92 40	0 50 8 20	0 25 0 0	550 533 549 555						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# ELA-WRITING RESULTS

Date: March 2007  
Grade: 5  
District: MSAD 09  
School: Cascade Brook School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 <b>2006-2007</b> Cum. Avg.	2 2	2 2	3 3	2 2	260 260	2 2
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 <b>2006-2007</b> Cum. Avg.	54 54	55 55	104 104	59 59	7844 7844	56 56
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 <b>2006-2007</b> Cum. Avg.	37 37	38 38	62 62	35 35	5365 5365	38 38
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 <b>2006-2007</b> Cum. Avg.	5 5	5 5	7 7	4 4	524 524	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.5	57.5	11.9	59.5	11.8	59.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.0	50.0	6.2	51.7	6.2	51.7
Standard English Conventions (Standard F)	8	40	5.5	68.8	5.7	71.3	5.6	70.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 5  
 District: MSAD 09  
 School: Cascade Brook School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	98	2	2	54	55	37	38	5	5	540	176	2	59	35	4	542	13993	2	56	38	4	541
<b>Ethnicity</b>																						
African American	1										2						366	1	42	51	7	537
American Indian/Native Alaskan	0										0						102	0	51	42	7	539
Asian/Pacific Islander	4										7	0	86	14	0	548	247	2	68	27	3	544
Hispanic	1										2						143	0	51	39	10	538
White	92	2	2	50	54	35	38	5	5	540	165	2	58	36	4	541	13135	2	56	38	4	541
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	0	0	6	75	2	25	522	22	0	41	41	18	533	2295	0	20	63	16	531
No	90	2	2	54	60	31	34	3	3	542	154	2	62	34	2	543	11698	2	63	33	1	543
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						261	1	39	49	11	536
<b>Economically disadvantaged</b>																						
Yes	47	1	2	22	47	23	49	1	2	538	77	3	48	45	4	538	5198	1	44	49	6	538
No	51	1	2	32	63	14	27	4	8	542	99	1	68	27	4	544	8795	3	63	32	2	543
<b>Migrant</b>																						
Yes	0										0						8	0	38	63	0	539
No	98	2	2	54	55	37	38	5	5	540	176	2	59	35	4	542	13985	2	56	38	4	541
<b>Gender</b>																						
Female	55	2	4	38	69	14	25	1	2	544	91	3	70	25	1	545	6956	3	67	28	2	544
Male	43	0	0	16	37	23	53	4	9	535	85	0	47	46	7	538	7037	1	45	48	6	538
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	0	0	2	20	6	60	2	20	528	18	0	17	72	11	530	1567	0	38	57	5	537
No	88	2	2	52	59	31	35	3	3	542	158	2	64	31	3	543	12426	2	58	36	4	542
<b>Gifted/talented program</b>																						
Yes	0										0						499	9	77	13	1	549
No	98	2	2	54	55	37	38	5	5	540	176	2	59	35	4	542	13494	2	55	39	4	541

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number